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ABSTRACT

A study was conducted as a preliminary phase in a classroom-based research project investigating how teachers and students construct understandings of literacy assessment during the first year of secondary school. The study was designed to provide information about teachers' perceptions of assessment to assist primary and secondary teachers and administrators to plan literacy assessment programs and tasks that are responsive to the needs of their students. Another aim was to provide information about concerns raised by teachers in using criteria-based assessment. A survey was developed, using open and closed questions, and sent to 100 state high schools in Queensland, Australia. Data from the 120 returned surveys were analyzed using both qualitative and quantitative techniques. Findings are presented in the following areas: teachers' perceptions of literacy assessment in Year 8; teachers' perceptions of Year 8 students' problems with literacy assessment; and teachers' perceptions of what students need to know and understand about assessment in Year 8. The implications of these findings for teaching and assessing literacy in primary and secondary schools are outlined, and issues in using criteria-based assessment are discussed. (Contains 20 references; appended is a sample poetry assignment with criteria for assessment). (Author/NKA)

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English teachers' perceptions of literacy assessment in the first year of secondary school: An Australian study

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Abstract

The study reported in this paper was conducted as a preliminary phase in a classroom-based research project investigating how teachers and students construct understandings of literacy assessment during the first year of secondary school. The study was designed to provide information about teachers' perceptions of assessment in order to assist primary and secondary teachers and administrators to plan literacy assessment programs and tasks responsive to the needs of their students. Another aim of the study was to provide information about concerns raised by teachers in using criteria-based assessment. A survey was developed, using open and closed questions, and sent to 100 state high schools in Queensland. Data from the 120 returned surveys were analysed using both qualitative and quantitative techniques. Findings are presented in the following areas: teachers' perceptions of literacy assessment in Year 8, teachers' perceptions of students' expectations about literacy assessment in Year 8, teachers' perceptions of Year 8 students' problems with literacy assessment, and teachers' perceptions of what students need to know and understand about assessment in Year 8. The implications of these findings for teaching and assessing literacy in primary and secondary schools are outlined, and issues in using criteria-based assessment are discussed.

English teachers' perceptions of literacy assessment in the first year of secondary school: An Australian study

Introduction

The move from primary to secondary school is a period of change for many children. In Australia, where the majority of children attend state schools, this change occurs at the end of Year 7 when students move from primary schools where they are well known to their classroom teacher and peers, to larger, subject oriented, and more anonymous secondary schools.

In making this move many children experience changes in school organisation, classroom climate, instructional practices, and peer and teacher relations. While these factors may combine to make the transition potentially traumatic and detrimental to motivation and educational achievement (Anderman & Maehr, 1994; Blyth, Simmons, & Carlton-Ford, 1983; Felner, Primavera, & Cauce, 1981), many students enjoy the transition and do not experience a decline in academic performance (Cairney, Lowe & Sproats, 1994; Power & Cotterell, 1981).

Research has suggested that the differences in assessment practices between primary and secondary schools may be main influences on the academic performance of students (Crockett, Petersen, Graber, Schulenberg, & Ebata, 1989). Changes in grades and levels of achievement in literacy, specifically downward trends, have been the major factors researchers have considered in arguing that transferring to secondary schools presents academic challenges to students (Felner, Primavera & Cauce, 1981). In their review of transition studies, Hargreaves and Earl (1990) suggested that:

> because inconsistency in assessment practice can lead to confusion and disappointment in the Transition Years as students transfer between schools, establishing clarity and consistency in the point of reference for assessment is an important priority. (p. 142)

In order to achieve clarity and consistency there needs to be more information available in the educational community about teachers' perceptions of their literacy assessment programs in the first year of secondary school. The need for greater dissemination of information across the sectors of schooling has been a catch-cry from researchers who have advocated increased and focused contact between primary and secondary school teachers for many years (Cairney, Lowe & Sproats, 1994; Eltis, Low, Adams & Cooney, 1987; Power and Cotterell, 1981; Stewart-Dore, 1996). At a time of great public debate about the decline or otherwise of literacy standards (Green, Hodgens, & Luke, 1997), understanding more about literacy and literacy assessment in different sectors of schooling enables teachers not only to teach and assess literacy consistently and coherently, but also to be confident and competent advocates of their practices (Stewart-Dore, 1996).

Further, the dissemination of information needs to be on-going and responsive to changes in literacy curriculum and assessment practices. The research reported in this paper is the first study to investigate teachers' perceptions of literacy assessment on a large-scale since the introduction of an English syllabus in Queensland in 1994 which focuses on teaching and assessing literacy developmentally from Years 1 to 10. The first aim was to broaden the understanding of educators at all levels of some of the issues Year 8 teachers, that is, those teaching students in the first year of secondary school, perceive they face in assessing literacy in Year 8. The second aim was to develop an understanding of teachers' perceptions of the expectations and problems of their incoming students when facing literacy assessment in secondary school for the first time. Such information could assist both Year 7 and Year 8 teachers and administrators to plan literacy assessment programs and tasks responsive to the needs of teachers and students in primary and secondary school.

The context of this paper is the school-based assessment system used in state schools in Queensland and in the next section of the paper we provide a brief overview of this system with specific reference to literacy assessment in English.

School-based assessment in Queensland

Assessment in Queensland primary and secondary schools has been school-based since the early 1970s. In this system, schools share the responsibility for developing, implementing and assessing the curriculum with the state's central education authority (Maxwell, 1995). One of the tenets of the assessment system has been the use of criteria-based assessment in which teachers assess an individual student's performance in a specific dimension of a task against a pre-determined set of standards (McMeniman, 1986; Sadler, 1986). Historically, teachers in secondary schools have had more

experience with developing and using criteria in assessment than primary teachers (Moni, Tonkin, & van Kraayenoord, 1996). However, with the recent introduction of the *English syllabus for Years 1 to 10* (Queensland Department of Education, 1994), teachers in primary and secondary school are expected to use criteria to generate information about: "the nature of English texts that students compose and comprehend, and the processes that students use in composing and comprehending these texts" (Queensland Department of Education, 1994, p. 53).

Assessment in English is centred around thematic units of work which last approximately four to six weeks. Usually, the students are given the assessment task and the criteria at the start of the unit. The main means of communicating this information is through a task sheet (Appendix A). Classroom activities and study then focus on completing the task under the guidance of the teacher (van Kraayenoord & Moni, 1997).

Interest in adopting this form of assessment for large-scale purposes has grown in other education systems beyond Australia. In particular, there has been increasing advocacy for changes to classroom assessment in the United States, with criterion-referenced and performance-based assessments suggested as alternatives to standardised testing. A third aim of this study was therefore to provide information about some of the issues arising for teachers in using criteria-based assessment in the classroom.

Research methodology and data analysis

This survey was developed as part of a larger doctoral study investigating students' and teachers constructions of literacy assessment during the first year of secondary school. A survey was designed to provide background data about teachers' perceptions of their assessment program and the expectations and problems faced by their incoming Year 8 students.

Open and closed questions were developed and trialled with a small group of teachers. Amendments were made to improve clarity of the questions and ease of response. Four copies of the survey were sent to 50 public secondary schools in Queensland, Australia. One month after the first mail-out 44 (22%) surveys had been returned. After follow-up letters were sent to these schools, further surveys were sent out to another 50 schools. A three month deadline was imposed for the return of surveys from both mail-outs. At the end of this period 120 surveys (30%) had been returned from the total of 400. One or more teachers from 94 schools out of the original 100 selected schools responded to the survey. Ninety seven female teachers (81%) and 23 male teachers (19%) returned 120 surveys.

Concurrent with the survey, follow-up interviews were held with seven teachers who had volunteered to participate further in the study. The purpose of these interviews was to explore issues addressed in the survey in more depth. A semi-structured interview proforma was developed based on the survey questions.

Data from the survey were analysed using both qualitative and quantitative techniques. Qualitative methods were used to analyse open-ended questions. Individual comments from each response were written on a separate index card and then sorted into categories and sub-themes using key words, phrases and concepts (Bogdan & Biklen, 1992). Frequencies were then generated for each category and sub-theme. An interrater reliability check of categories for each question was carried out by an independent rater. Agreement for the categories ranged from 81.7% to 93.4%. Data from the follow-up interviews were searched using the same procedures. Categories were identified providing further details and clarification of survey responses.

Results

In this paper findings from questions relating to four different themes will be discussed. These are:

- teachers' perceptions of literacy assessment in Year 8
- teachers' perceptions of students' expectations about literacy assessment in Year 8
- teachers' perceptions of Year 8 students' problems with literacy assessment
- teachers' perceptions of what students need to know and understand about assessment in Year 8

In discussing each theme only the main categories of comments will be presented[1].

Teachers' perceptions of literacy assessment in Year 8

The findings in this part of the survey were marked by perceived tensions in teachers' accounts of the assessment program. These tensions were evident in conflicting statements about the assessment program, the teachers' autonomy, and meeting students' needs.

Teachers indicated that they liked the principles of assessment in the English syllabus documents produced by the Department of Education in Queensland. These principles allowed them to have a range of topics and create "balance" in their assessment programs. For example, one teacher wrote she liked the "balanced assessment program, (the) range of genres assessed, formative and summative assessment" (F1/7).

Teachers also appreciated the flexibility which assisted them in meeting the needs of their students, and which provided them with personal satisfaction and autonomy in their classrooms. The following comment captures those of many teachers:

> Flexibility in the assessment program is one of the best features. As long as there is coverage of a variety of genres as specified (in the syllabus) for each year level, there is a wide range of choice for individual teacher preference. (F1/16)

The conditions and atmosphere surrounding assessment were also major contributors to teachers' liking for assessment. However, for some teachers there was also a concern that assessment programs did not meet individual needs, especially those of lower achieving students, for example:

> I am concerned that I always seem to have a group of underachieving boys and I don't seem to meet their needs. They need to be "doing" more in some ways. (F1/15)

A small number of teachers indicated that they had no concerns with assessment in Year 8. However this was a very small proportion compared to those who stated concerns about assessment.

Difficulties caused by time constraints made up the largest group of comments regarding concerns about literacy assessment in Year 8. One teacher noted that "restrictions of time mean that I often feel very frustrated that my observations of students, re the students' literacy development, cannot be followed up in terms of intervention, individualised programs and re-assessment" (F2/48).

Although teachers liked the range and balance in their assessment programs, the main concern about the nature of the program was that there was too much assessment, as one teacher said: "I sometimes think we are assessing too much - too often with little time left for pure enjoyment of English" (F1/20). Associated with this was the perception of limited support for and follow-up of students due to the lack of time for returning assignments and working on improving problem areas.

Teachers saw few problems in the traditional literacy assessment areas of reading, writing and speaking. However, there was a perception among some teachers that they had limited knowledge of assessing strands of literacy such as listening and viewing with teachers admitting "that listening and viewing are not being assessed in any way (except via observation/occasional film review)" (F(2/24). Teachers also indicated they lacked confidence in using forms of assessment such as observation, anecdotal records, and checklists, and some felt that their recording procedures were inadequate.

There was some concern expressed by teachers that assessment in their schools did not reflect the values they espoused in the teaching and learning activities of their own classrooms. One teacher, for example wrote the following note in response to the survey:

> Sorry this has struck a nerve. There is so much which could be done so that kids are not turned off eg. - had Year 8s enthusiastically telling myths and legends, making up their own illustrated books, presenting these to the relevant audience (self and peer assessed) but none of this counted as assessment which had to be a 450 words, plain essay style handwritten piece. And this was just the beginning– auugggh! The idiocy has continued and worsened. Kids are wondering why???? This may not be helpful but there are quite a few of us out here being given patronising and downright antipathetic treatment for trying to assess along wider inclusive lines. (F2/3)

This finding contrasted with the earlier finding that teachers enjoyed the personal freedom, flexibility and satisfaction of their assessment programs.

Teachers' perceptions of students' expectations of literacy assessment in Year 8

Teachers perceived that students expected the literacy assessment practices in Year 8 to be either the same or different from those they had experienced in Year 7. The largest number of comments

[1] Tables of the categories and the frequencies of responses can be obtained from the first author

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expressed the perception that students entering Year 8 expected the same kind of assessment program as occurred in Year 7. For example, one teacher wrote:

> They expect that it is going to be a continuation of primary school ie (sic) work along at your own pace. Work that was to be covered could be done in class. If the teacher didn't finish, time could be 'stolen' from another subject. [They] are not aware that it would work differently. (F1/18)

The second largest group of responses related to difference. Teachers perceived there were expectations of general differences in assessment between primary and secondary school. For example "I think they expect Year 8 exams to be vastly different and much harder than those in primary school" (F1/4). There were also a number of comments relating to specific differences in the amount, frequency, and the complexity of assessment in secondary school. One teacher noted, "they seem to be unprepared for the number of assessment items and the fact that a number of assessment tasks/types are done simultaneously" (F2/41). Teachers also commented on the expectations or lack of them regarding the form of assessment, whether it would be formative or summative.

Comments related to standards formed the next major theme with teachers commenting that students expected tasks to be more difficult than those in primary school, for example "They expect 'hard' tests. They expect Year 8 to be more difficult over all than primary school" (F1/37). There was also a perception that students expected the work to be interesting - "easily achievable, fun to do, relevant and worthwhile to their lives" (F1/12). Some comments related to a perception that students did not understand how marks were awarded and how they could achieve a high grade. One teacher wrote: "Many expect that if they do very little work they will still be given a good mark" (F1/34).

Teachers' comments about the expected methods and tasks can be gathered under the heading of "a range" of tasks which included tests, projects, and assignments. The following teacher's comments reflect many and also indicate that the sources of information about Year 8 would come from siblings and friends:

> I think Year 8 students would be generally aware that they will be required to complete assignments of various sorts, but they might well also expect formal end of semester exams. These expectations would be based on reports from older siblings and friends, but since secondary school is a 'new ball game' kids' expectations are fairly open. (F1/21)

Finally, there were some strong perceptions that students coming in to Year 8 had no idea what to expect about assessment: "I do not think that the majority of Year 8 students would have categorised English assessment nor have such expectations. Assessment would be considered only task by task" (M2/5).

Teachers' perceptions of students' problems with literacy assessment in Year 8

Responses relating to students' problems with assessment generated by far the largest number of comments for any question in the survey with all teachers, except one completing the question. The main theme of the comments related to students' problems with the criteria-based assessment program. For example one teacher commented "They find it difficult to cope with the restrictions of the assessment criteria, and lack of choice, and freedom of expression" (F/2/13). Included in this theme were comments referring to problems with criteria sheets such as not understanding the layout and terminology, failing to read the sheets closely, and not following the instructions on the task sheets. Teachers also felt that students experienced problems with the "sheer volume" and frequency of assessment. Students were also perceived to have difficulties with the formality of assessment including the concept of assignments, notions of formative and summative assessment, and understanding the relationships between assessment, recording and reporting.

The second major area of difficulty for students lay in managing all aspects of their work, in planning, following instructions, completing the task, and dealing with feedback. The inability of students to take deadlines seriously and plan their work to meet deadlines was a dominant theme. As one teacher put it "They have problems completing assignments on time and think a due date is flexible" (F1/15). Teachers also referred frequently to the need for students to learn to work independently.

Poor skills in aspects such as study skills, reading for meaning, writing more than a paragraph, also, poor management skills, specifically inadequate organisational skills, weak basic skills, and the capabilities of individual students were the main difficulties that teachers perceived related to particular individual differences among Year 8 students. From one teacher's perspective the lack of literacy skills had serious consequences:

> Some of the Year 8s do not have the literacy skills to deal with the expectations of a secondary school curriculum - some Year 8s can only look forward to failing each assessment piece (after this they have the opportunity to fail all Year 9). (M2/5)

In terms of conditions under which literacy assessment tasks were completed, three main problems were identified. These included problems with working independently, coping with less teacher assistance, and getting used to completing assessment tasks within a specific time frame.

In commenting about students' problems about the standards of work and assessment expected of students in Year 8, the themes suggest that the main problems for students lay in overestimating the role of presentation in allocating marks as one teacher wrote, they "spend 10 hours on presentation and 20 minutes on written work" (F2/18), and in understanding what standards of work were expected of them.

Teachers made specific comments relating to problems in each strand of literacy. In tackling writing tasks teachers perceived that students had problems in extended writing to meet length requirements, using the writing process, the emphasis on writing as the main mode of response in assessment, and meeting specific task requirements. Two main themes emerging from comments about speaking dealt with issues of a lack of confidence, and poor skills in speaking in front of others.

Teachers' perceptions of what students should know and understand about assessment in Year 8

The main elements of assessment that teachers perceived students should learn included: the principles of the assessment program and assessment procedures, their own roles in assessment, what is assessed, and the conditions surrounding assessment. The most cited principle that students needed to understand was that their performance is measured against specific criteria and what those criteria meant, in other words: "What criteria will be used and what each criteria *(sic)* means" (F1/63).

Teachers commented it was important for students to understand the whole assessment process, including receiving an outline of the program at the beginning of the year, an understanding of how grades were awarded, and how records, profiles and folios were maintained.

The main assessment procedure students needed to know was the use of criteria sheets. Teachers perceived that this was important because students then understood how grades were awarded, for example, "Detailed criteria sheets will help students knowledge and understanding as to how they'll be assessed" (F2/36). Second, it was thought that criteria sheets would help students know how to get the best marks.

With regard to students' roles in assessment, the largest number of comments related to students learning about teacher expectations specifically - "My expectations about what is necessary for them to complete tasks according to criteria" (F2/49). Students were also expected to know about organising their time, to know that they should be responsible and actively involved, and to understand that they should listen to the teacher and follow instructions.

Students should also know and understand a range of factors related to the conditions in which assessment was undertaken, particularly the audience, context, and purpose for tasks, and how classroom time was allocated to allow students to polish and improve their assessment performance.

Teachers' responses also focussed on what students needed to know and understand about what was assessed. Teachers perceived that students needed to be aware of genre, in particular that assessment in English occurred in a range of genres. Linked with this were comments that students should be aware that all strands of literacy were important and therefore they needed to work consistently in each mode. Although the question focussed on teachers' perceptions of what students should know and understand, a number of comments were descriptions of how they as teachers achieved this.

Discussion

The findings reported in this survey provide useful information for educators about teachers' perceptions of literacy assessment in the first year of secondary school, and highlight implications for secondary teachers as well as for primary teachers.

Teachers in this study assumed that students knew nothing about how literacy would be assessed in secondary school, that the assessment program would be new for them, and specifically criteria-based assessment would be new. They expected that incoming students would need to learn and remember many things about assessment. One implication for primary school teachers is that by being more explicit about their assessment practices to students in their final year of primary school they can

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share the responsibility for teaching students about the nature of assessment, the procedures, and standards of assessment which should be consistent across the sectors. Such explicit teaching should not be seen as "preparing students" for secondary school, but as a means of developing consistent and coherent assessment in primary and secondary school literacy programs.

Several teachers identified problems that they perceived students brought to secondary school from primary school. These included limited literacy skills of individual students, their negative attitudes towards literacy, and their poor organisational skills. There was also a perception that Year 7 teachers did not teach their students much about assessment in the primary school. Whether or not these perceptions are accurate, they clearly reflect secondary school teachers' stereotypes of what happens in primary schools (Hargreaves & Earl, 1990). However, there was little indication in the survey responses that teachers had any in depth first-hand knowledge of primary school literacy teaching and assessment. It would seem that the need for liaison between the two sectors is crucial in order to foster professional understanding and more effective literacy teaching and assessment.

The study also highlighted teachers' perceptions of the interrelated nature of teaching, and assessment. In particular teachers were concerned about the challenges for literacy teaching presented by expanding views of literacy and the corresponding expansion of the range of methods of assessment available to teachers. These challenges are faced by primary teachers too and thus there may be an impetus here for joint workshops in which both groups of teachers share ideas, and gain knowledge of each others' practices.

The teachers in this study revealed a diversity of perceptions about literacy assessment and students' expectations and problems. In a system where teachers feel that they have the freedom and flexibility to assess a range of genres, using a variety of techniques this is perhaps to be expected. In practice it may mean that while literacy assessment programs in secondary schools follow the broad principles for assessment described in the syllabus, the details of methods, tasks, and criteria will vary. The implications for teachers working in the final year of primary school are that their assessment programs focus on developing students' understanding of broad principles of criteria-based assessment outlined in the syllabus, rather than on developing methods of assessment which they perceive are similar to those in secondary school. To ensure coherence and consistency in assessment, teachers working with students in their first year of high school also have a responsibility to maintain and develop students' understandings of these same principles within their own varied assessment programs.

Further, students need to be actively involved in the assessment process at all levels so that they can develop strategies to cope with the diversity of approaches in assessment which are becoming a feature both in primary and secondary school. For example, learning strategies such as how to use task sheets and tackle assessment tasks may assist them in understanding how to plan their work and organise their study time better.

Conclusion

One aim of the study was to highlight some of the issues for teachers in adopting criteria-based assessment. The findings show that while teachers in general were very positive about this form of assessment, there are serious issues which may impact on the effectiveness of this approach.

First, this form of assessment was perceived by teachers to be very time-consuming. The teachers in this study felt that the frequency of assessment, and the time taken to develop and implement criteria-based tasks impinged on their teaching to the detriment of their students. In particular they were concerned that they were unable to spend adequate time following-up and supporting struggling students. This finding points to one of the inherent tensions in this form of classroom-based assessment, creating a balance between collecting useful information which helps teachers focus on improving students' learning, and being constrained by the demands of the program to move on to the next task. This has implications for those developing criteria-based assessment programs. Careful thought should be given to the frequency and timing of tasks to allow for adequate follow-up.

A major argument for the adoption of classroom-based assessment practices is that the locus of control for assessment lies with the classroom teacher, and the teacher's role as evaluator is respected and encouraged (Wiggins, 1993; Valencia, Hiebert, & Afflerbach, 1994). Criteria-based assessment in Queensland is classroom-based and reliant on teacher judgement, yet teachers in this study still felt constrained by external forces such as school requirements for assessment, and having to use tasks

which did not match their own beliefs. Wherever a form of assessment is part of a formal large-scale assessment system, as criteria-based assessment is used in Queensland, there is the capacity to suppress the values and judgements of the individual teacher for the sake of accreditation and accountability at the system's level. It would therefore be naive to view criteria-based assessment per se as a means of empowering teachers in their professional roles as evaluators.

Third, these teachers perceived that for students, developing an understanding of criteria-based assessment was a long term and complex process. Teachers perceived that the complexity of the assessment process, the problems students faced in mastering procedures for completing tasks, and poor understanding of criteria caused difficulties during the first year of secondary school. Devising effective ways of introducing criteria-based assessment to students, and strategies for involving students meaningfully in the assessment process may lead to more successful implementation of this form of assessment.

Findings from this survey suggested that assessment in Year 8 classrooms has the potential to exacerbate or ameliorate problems caused by the transition from primary to secondary school. Specifically teachers commented on issues arising from the complexities involved in learning new procedures and routines, differences between primary and secondary school, and students' personal expectations, all of which have been identified in the literature as important areas of concern for students as they move from primary to secondary school (Hargreaves & Earl, 1990).

Previous research has shown that changes in assessment practices, and indicators of performance such as grades, ratings and marks affect how well students settle into secondary school (Crockett, Petersen, Graber, Schulenberg, & Ebata, 1989; Felner, Primavera, & Cauce, 1981; Harter, Whitesell, & Kowalski, 1992). Findings from this survey suggest that the increasing complexity of the assessment process itself, and the problems students face in mastering procedures and understanding concepts such as criterion-referenced assessment may also be implicated in difficulties during the first year of secondary school.

In this paper we have argued that when Year 7 and Year 8 teachers explicitly teach principles of assessment derived from the syllabus to their students, involve students in the assessment process, share their assessment practices, and liaise closely with each other, clarity and consistency of literacy assessment programs in primary and secondary schools would be enhanced. We believe that achieving these goals is crucial to ensuring that literacy assessment in secondary school is a positive experience for incoming students.

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Appendix A

YEAR 8 ENGLISH

POETRY : VARIOUS POEMS

NAME: .....

TEACHER:.....

As a means of responding to your past and present experiences, you are to create a Poetry Anthology [i.e. a collection of poems].

You will have the opportunity to express genuine feelings, communicate issues, relate small or important events or record the most fleeting of thoughts.

TASK :

1. Choose a theme that you are interested in, for example, war, love, friendship etc.
2. Collect five poems that relate to your theme and include one of your own.
3. Present your collection in a poetry anthology.
4. You may illustrate your poems, but remember you are to write a 50 word paragraph explaining the poem and how it relates to your theme.

GENRE : Poetry Anthology.

SUBJECT MATTER : A collection of poems that relate to the individual's theme, focusing on past and present experiences.

ROLE : The writer as researcher, reviewer and interpreter of the poems.

RELATIONSHIP : The anthology should be written and presented in such a way so that the reader can establish an understanding of what poetry means.

MODE AND MEDIUM : Written presentation.

LENGTH : No limit on the poems that you choose but each explanation should be at least 50 words long.

DUE DATE : _____

BEST COPY AVAILABLE

CRITERIA FOR ASSESSMENT

Contextual Factors	A B	C	D E
Ability to choose poems that inform and teach us about a theme.	Excellent choice of poems that highly relates to the theme.	Good choice of poems that sometimes relate to the theme.	Your choice of poems does not relate to the theme.
Writer as researcher, reviewer and interpreter of the selected poems.	You clearly understood your role as researcher, interpreter and reviewer of the selected poems.	You understood your role as researcher, interpreter and reviewer of the selected poems.	Your ideas researched, interpreter and reviewer of the selected poems is very limited.
Textual Features	**A B**	**C**	**D E**
Generic Structure - **Theme** - **Title** - **Description and Explanation**	You have organised your material appropriately. Your anthology of poems highly relate to a theme with detailed description and explanation.	Your material is organised: your anthology of poems relates to a theme with some description and explanation.	Little or no organisation of material; none of your poems relate to the theme and there is inadequate description and explanation.
Cohesion - **Rhyme**	Your anthology of poems are consistently smooth and well linked.	Your anthology of poems sometimes rhymes.	Your anthology of poems has little or no pattern.
Vocabulary	Extensive, imaginative and discriminating.	Appropriate and relevant.	Very restricted, not always appropriate.
Grammar - **Sentence, punctuation and spelling.**	You have a high level of control over a variety of sentence structure in your reflection of the poems.	You have some variety of sentence structure in your reflection of the poems.	You have no variation to basic sentence structure in your reflection of the poems.
Written Presentation	Presentation, layout and illustration of poems are extremely good.	Presentation, layout and illustration are good.	Presentation, layout and illustration are poor.